

IOWA ARTIST Jane Gilmor

TITLE Impressions

GRADE LEVEL

Elementary | Middle | High School

These lesson plans are designed for art educators to adapt to the needs of their individual classes.

INFLUENTIAL ARTISTS

Rebecca Horn
Ana Mendieta
Jessica Stockholder

MATERIALS

Metal tool-foil, copper, etc.
Foam or rubber
Pencils and/or pens
Liquid ink or shoe polish
Steel wool pads
Scrap cloth



Iowa Artist Jane Gilmor

Detail of metal surface, 1994

Each metal note is 12 by 13 inches and was created by one of the children participating in the *Windows Project*.

LESSON PLAN: ELEMENTARY | MIDDLE | HIGH SCHOOL

Jane Gilmor

OVERVIEW

Iowa artist Jane Gilmor grew up watching imaginative, creative television shows as a child and became interested in making meaning of life experiences artistically. Using the senses, including touch and smell, to experience artwork is important to this artist and this influences her creations. Ms. Gilmor was also influenced by the women's movement in the 1970's. Her artistic method is defined as intermedia installation. In this study of Jane Gilmor, students will connect to the methods used by Ms. Gilmor and experiment with impressions in metal as an artistic method.

Preview Jane Gilmor's **Biography**, **Video Synopsis**, **Video** and **Images** of her work on the Iowa Arts Council web site www.iowaartscouncil.org/ and select resources appropriate for your adaptation of this lesson. Have students locate the artist's place of residence on an Iowa map.

DISCUSSION QUESTIONS

- What inspires and influences Iowa artist Jane Gilmor?
- How does Iowa artist Jane Gilmor inspire you?
- What else inspires and influences you and your artwork?

INTRODUCTION

Jane Gilmor draws on her values, Midwest roots and culture for her artistry. Through this lesson students will create metal impressions to connect to one technique used by this Iowa artist. The teacher will share visual images of Ms. Gilmor's work and discuss students' reactions to her work. The teacher will provide students a definition of intermedia installation and ask students to look for examples of this while watching the video of Jane Gilmor. Direct students to look for Ms. Gilmor's work using impressions in metal and listen for her comment, "The process doesn't determine how sophisticated the artwork is or the meaning of it." Show students the video and lead a discussion of Ms. Gilmor's work, techniques and students' personal connections to this artist.

INSTRUCTIONAL OBJECTIVES

Students will:

- learn to use basic metalworking technique by impressing in a soft metal
- differentiate between emboss and deboss
- apply design elements including line, form, pattern, color and balance in their artwork
- connect the internal artist to the works of Jane Gilmor and to creating a piece using her technique of metal impressions

PROCEDURES

1. The teacher will show students tools, metal and materials needed in this project and will highlight safe handling of metal and modeling techniques. The student will choose a note, letter, drawing or object for the subject of their work, as seen in the video of Ms. Gilmor's work. A note or letter can be used as it is or created. If a drawing is chosen provide students paper to create their sketches.
2. Once students are satisfied with the letter, picture or object drawn they will tape the top and bottom of the sketch to a piece of metal tooling cut to the size of the drawing.

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IOWA'S
CULTURAL
+
ARTISTIC
LEGACY
EVOLVES

Influence + Inspiration

LESSON PLAN: ELEMENTARY | MIDDLE | HIGH SCHOOL
Jane Gilmor



3. To begin impressing the design, place the metal on a piece of foam or rubber. Students will go over all lines of the drawing or note, with a pencil or ballpoint pen impressing the design into the metal. Students will then remove the paper and tape and choose which side to use. The top side is debossed because the lines are below the surface. The back is embossed because the lines are above the surface.
4. If students choose they may use a pencil for refining the edges of the design.
5. Students will then rub liquid ink or shoe polish all over the front of the metal. Using cloth or steel wool, the students can remove ink or polish to create a desired effect.
6. The lesson will culminate with students sharing their artwork and inviting discussion surrounding the technique and the audiences' emotional reactions to their piece.

RESOURCES

Internet

www.janegilmor.com/

Biography and images of Ms. Gilmor's work

www.rebecca-horn.de/pages/biography.html

Biography and images of work done by artist Rebecca Horn

www.bernhardgal.com/work.html#installations

Intermedia installations by artist Bernhard Gal

Literature

New Metal Foil Crafts: Simple and Inspiring Crafts to Make at Home
by Barbara Matthiessen

National Standards | Iowa Standards

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines